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ABSTRACT

A study plan for the examination for candidacy in higher education administration for the community college is presented. The outline on the doctoral program includes five areas: course work, electives, the selection of a committee, getting organized, and things to remember. A bibliography of journals and books is provided that may be useful in preparing for the examination. Sample questions that have been asked at the University of Arkansas, Fayetteville are appended. (SW)

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A STUDY PLAN FOR THE EXAMINATION FOR CANDIDACY IN HIGHER EDUCATION ADMINISTRATION; COMMUNITY COLLEGE: A STUDENT LOOKS BACK ONE DAY AFTER THE ORDEAL

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By

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March 15, 1980

HE 012 840

INTRODUCTION

The purposes of this presentation are to highlight a method of study for the examination for candidacy in higher education administration, community college; support the student by offering the plan for study; provide sample candidacy questions; and the references necessary to answer these and other questions the student must answer on the examination for candidacy.

The presentation includes four headings: Course Work; Committee; Getting Organized; and Things to Remember. A bibliography of journals and books is provided that the author found useful in preparing for the examination. An appendix is included that provides sample questions that have been asked at the University of Arkansas, Fayetteville over the past few semesters.

The main motive that prompted the student to write this outline was the desire to have such a plan to aid him when he began his doctoral program and no such plan existed. It is the aim of the author to help others who must face candidacy examinations. The outline was prepared only one day following a week of the author's own candidacy examination.

PERSONAL EXPERIENCE

The author has drawn upon the personal experience of just completing his candidacy examination in writing this little presentation.* I would like to thank the members of my committee for their help in this exercise:

James O. Hammons - Program Coordinator and Professor of of Higher Education, University of Arkansas, Fayetteville (Chairman)

James J. Van Patten - Professor Educational Foundations

Arthur Browne - Professor Higher Education

Phillip Besonen - Associate Professor Secondary Education

Donald D. Sieger - Assistant Professor Sociology

Two other professors have had a significant influence on my pursuit for the doctorate; I would also like to take this opportunity to publicly thank them.

Jacquelyn S. Douglas - Member of the Board of Trustees, University of Arkansas and Professor of Higher Education

Mitchell M. Masters - Coordinator, Community College Degree Program, Arkansas State University, Jonesboro

*Everything contained in this outline refers to the doctorate in higher education at the University of Arkansas, Fayetteville, Arkansas.

COURSE WORK

Examination for Candidacy: After completing approximately two years of graduate study, and at least one year before completing all other requirements, the prospective candidate must take candidacy examinations in specified fields of study in accordance with the requirements of the department in which he is working. These examinations may be either written or written and oral. Upon satisfactorily completing these examinations the student may be admitted to candidacy and may proceed to work toward completion of the remaining requirements for the degree. This is what the candidacy exams involve throughout the collges. In higher education administration both written and orals are required. The written exam is given in five consecutive days and the oral must take place within the span of one month from the written.

At the University of Arkansas three major areas of emphasis exist within the doctoral program: college teaching, college administration including student personnel work, and institutional research. Students may focus on two or four-year colleges or some other aspect of postsecondary education. In addition to a minimum of 15 hours in higher education, each student's program will contain 9 hours of additional higher education or approved elective courses, 9 hours of research and statistics. Students in the administration and institutional research options complete 9 to 15 graduate hours in courses outside the College of Education while those in the college teaching option must complete 45 graduate hours in their teaching field(s). Students

without relevant experience in their field of intended endeavor will be required to complete an appropriate internship of at least one semester duration.

The author will discuss the administration option in detail. The reader should understand that many of the suggestions also will apply to the other two options at the University of Arkansas and elsewhere.

Required Higher Education Course Work: Administration Option

The required 15 hours in the core for the two-year option in higher education administration include:

HIGHER EDUCATION IN THE UNITED STATES: AN OVERVIEW - Introduction to study in the professional field of higher education.

ORGANIZATION AND ADMINISTRATION OF COMMUNITY/JUNIOR COLLEGES - Basic administrative procedures and organizational structures of community/junior colleges.

MANAGEMENT OF HIGHER EDUCATION - Communication, planning, organization, staffing, directing and leading, and controlling for the administator are presented. Systems are presented and explained. Examples include: MBO, PPBS, MIS, and PERT.

LEGAL ASPECTS OF HIGHER EDUCATION - Legal control of higher education as it affects financing, both public and trust, student affairs and discipline, faculty and non-academic employees, tort responsibility, and copyrights.

GOVERNANCE AND POLICY MAKING IN HIGHER EDUCATION - Concerned with power and influence upon the decision-making processes in universities, four-year colleges, and community colleges. The roles of faculty, administration, and governing boards, as well as the impacts of local, state, federal, and non-governmental groups are considered. Problems and trends are discussed.

Required Educational Foundations Course Work

Every student is required to take the following 9 hours in the core:

ELEMENTARY STATISTICS AND DATA PROCESSING APPLIED TO EDUCATION - Theory and application of frequency distributions, graphical

methods , central tendency, variability, simple regression and correlation indexes, chi-square, sampling, parameter estimation, and hypothesis testing. Use of keypunch, sorter, and tabulator will be made for the organization, reduction, and analysis of data.

ADVANCED STATISTICS AND COMPUTER APPLICATIONS TO EDUCATION - Futher treatment of the testing of hypothesis, methods of correlation, and regression. Major emphasis upon the multiple-regression model as a general way of formulating and analying complex problems calling for analysis of variance, covariance. Experience with methods of layout of data for computer processing and the use of programs with the University computer.

TECHNIQUES OF RESEARCH IN EDUCATION - Use of scientific method in attacking educational problems. Emphasis placed on the planning and design of research studies, collection of reliable and valid data, sampling methods and analysis and interpretation of data.

Electives in Higher Education

The student is required to select 9 hours in any of the following list of courses offered at the University of Arkansas. In addition to this list, at least one special course is designed each summer which is not included in this list. This year the department is offering a course titled: Seminar: Change and and Organizational Development. An (*) appears by those courses selected by the author.

INTRODUCTION TO COLLEGE STUDENT PERSONNEL SERVICES* - Basic concepts and techiques of student personnel services in higher education.

PRACTICUM IN STUDENT PERSONNEL ADMINISTRATION - Student will be assigned to the various departments of the Division of Student Affairs for professional experience under the supervision of department heads.

THE COMMUNITY COLLEGE AND ITS PUBLICS*- Introduction to the community college, with special emphasis on the various publics in and out of the institution, concerned with a community college.

SEMINAR* - One hour credit course, the seminar brings all the students together every other week to listen to guest speakers and discuss issues and trends in higher education. The student may repeat this course.

PROBLEMS OF COLLEGE TEACHING - Examination of the problems of college teaching - the role, the work, the expectations, the traditions, the changes and the prospects - with special attention given to evaluation, innovation, and research.

INDEPENDENT STUDY - Provides students with an opportunity to pursue special study in higher education.

HISTORY AND PHILOSOPHY OF HIGHER EDUCATION - Orgins, development, and purposes of the college and university, including an examination of the changing social and intellectual contexts of these institutions.

COMMUNITY COLLEGE INSTRUCTION* - Examination of community college instruction, curriculum and resulting curriculum implications.

CURRICULUM OF HIGHER EDUCATION* - Examines various curriculur patterns, analyzes their dimensions, and probes their philosophical and psychological bases . It also examines their structure and analyzes their components.

INTERNSHIP* - Supervised field experience for advanced candidates in student personnel, college teaching, and college and university administration.

Electives in an Outside Field

At the University of Arkansas in the administration option the student is required to elect 9-15 hours of credit outside of the College of Education. The most popular field at the university among the students is management in the School of Business. The author selected sociology as his outside field. Other options are also available. The student along with his major advisor should discuss the option as most benefit to his/her career goals. In the selection of course work in the cognitive area check the description of the courses to insure that it will be in line with your career objective. At the University of Arkansas the student is tested on the examination for candidacy over the outside field.

COMMITTEE

The selection of a committee is an important step for the student. Your advisor should spend the time necessary with you to explain this process.

At the University of Arkansas no student handbook exists to explain this process, although one is in the making. The informal rules state that one member of your committee must come from the faculty in the higher education division. Another member must come from the division of school services and one inside the College of Education but outside of school services. The other two members are up to the student and who he can get to serve.

In selecting the committee several points can be made that may be of use to the entering student:

1. Do not pick the committee too fast.
2. Pick members that you have or can develop a personal relationship with.
3. Keep in mind that these are the people who write your examination for candidacy and grade it.
4. Keep in mind that these are the people who must approve a dissertation topic and who will test you over your completed work.
5. Listen to the advisor when selecting the committee.
6. Listen to other students who have selected the committee and are working with their members for possible tips in your selection.
7. Above everything else mentioned, make sure that the committee member has your interest in mind.
8. Keep the communication line open to every member.

GETTING ORGANIZED

Organization is the key to studying for the candidacy examination. Although many of the steps listed below were used by the author, some of the information is of the nature of if I had it to do over again. The student should start organization for the candidacy examination the first term enrolled.

1. Talk with Professors and Students

In each course the student enrolls in ask the professor what the key objectives of the course are and what are the best means that the student can reach these objectives other than assigned work for class. Most of your professors will provide a course outline for your consideration. The advice given is consider it. If your professor has included the material in the outline you must assume that there is a reason. The reason may well be that you will see this material again, say on your candidacy examination!

If you have the type of personal relationship with the professor that allows good communication, ask the areas that he/she think are more important in your study.

Fellow students, importantly those that have been through the examination, should be consulted about the type of questions they were asked and how they prepared.

2. Subscribe to Change and The Chronicle of Higher Education and Community and Junior College Journal

These three publications are extremely important to a person studying trends and issues in higher education. Due to their importance it is suggested that you subscribe to all

three. When each issue comes in read it carefully and make an outline. A suggestion is to keep a card file for all three that dates back at least one year before the candidacy examination.

Other journals that were helpful for the author were: Kappan, Community College Frontiers, and Community College Review. A list of other journals in the area appear in the bibliography.

3. ERIC and the Eric Clearinghouse on Junior Colleges

Many publications that appear each month in RIE and Eric are useful for studying for the candidacy examinination. The list of possibles is too great to be included, however the range of information runs from current trends and issues to how to manuals.

4. Know the Literature and the Authors

On the candidacy examination each member attached a sheet explaining that to pass the examination the student must document and site the sources for his/her statements. Contrary to popular belief, the examination is not a place to bull! Great style is not what is wanted either. It is facts and who said what and when. The use of a card file is highly recommended for the purpose of review for the candidacy examination.

5. Classnotes and Assignments

It is important to take good class notes and to complete all assignments and to keep copies. If possible, copy assignments of your classmates when they give presentations. Keep a file of all of this material. A good record keeping system will save you much time needed for study.

6. Classmates

Develop a relationship with your classmates that allows for an opportunity to share information and ideas. The author found this to be extremely useful in studying for the candidacy examination. The idea is not a give and take from each other, rather a sharing.

THINGS TO REMEMBER

A. You Can Do It! - Work on the right attitude about the experience of candidacy examination. Think of others you know who have made it. You know you have as much if not more on the ball as they do. If you could not do it you would not have been admitted to study in the program. Make the experience a fun one. Yes fun, fun in showing your committee what you have mastered in the program.

B. Others Are Pulling For You - Your spouse, parents, relatives, classmates, professors, and committee are all pulling for you. With all of these pulling for you, you must pull for yourself.

C. Organize - Start right now and read! read! read! Keep notes and a card file that can be referred to for review and study.

D. Develop a One-To-One Relationship - Your committee, faculty, and classmates are all important to you and your program. Try to be important to each of them in what ever way you can.

E. Do Not Put Off Thinking About The Exam - Start today and carry your plan through until the experience is over. The author believes habits developed working on this project will remain with him for life.

A famous man once said, "Hell is truth found too late". Do not find out too late that you have no plan and no direction to approach the candidacy examination.

The purpose of the author in writing this piece was to aid the student preparing for candidacy examination in higher education administation: community college. The University of Arkansas has been used and its program explained to serve the purpose. It was the wish of the author to relieve the fears of the student who must go through the ordeal. In honesty, preparing to take the canididacy examination can be the best learning experience a student can have in his doctoral program. The author makes this statement after justing completing his candidacy examination one day ago.

JOURNAL BIBLIOGRAPHY

The following journals were of help to the author in preparing for the candidacy examination. The student can not master them all, but a review of them could prove to be of value.

AAUP Bulletin

AAUW Journal

Administrative Science Quarterly

Business Horizons

Change in Higher Education

Chronicle of Higher Education

College and University

College Law Bulletin

Community College Frontiers

Community and Junior College Journal

Community College Review

Educational Record

Harvard Business Review

Journal of College Student Personnel

Journal of Higher Education

Journal of Management Studies

Journal of NAWDAC

Journal of Negro Education

Junior College Junior

Kappan

Management Science

Managerial Planning

NASPA Journal

Personnel Administration

Personnel and Guidance Journal

BOOK BIBLIOGRAPHY

This list is meant to serve as an example only. These were the books most used by the author. A few of the books are annotated for help to the student.

AAUP/AAC Commission on Academic Tenure, Faculty Tenure, Jossey-Bass, San Francisco, 1973

*Describes current tenure practices in 2,600 institutions.

George W. Angell, et.al., Handbook of Faculty Bargaining, Jossey-Bass, San Francisco, 1977

Kenneth H. Ashworth, Scholars and Statesmen, Jossey-Bass, San Francisco, 1972

Alexander W. Astin, Four Critical Years, Jossey-Bass, San Francisco, 1977

* An analysis of how college affects students, based on the largest nationwide study of student development ever undertaken.

Alexander W. Astin, Preventing Students From Dropping Out, Jossey-Bass, San Francisco, 1975

J. Victor Baldridge, et.al., Policy Making and Effective Leadership, Jossey-Bass, San Francisco, 1978

* An authoritative study of organizational trends and patterns of participation in higher education decision making, based on the largest set of data in history.

J. Victor Baldridge and Michael L. Tierney, New Approaches To Management, Jossey-Bass, San Francisco, 1979

Clyde E. Blocker, Louis E. Bender, and S.V. Martorana, The Political Terrain of American Postsecondary Education, Nova University Press, Fort Lauderdale, Florida, 1975

* An examination of external and internal forces which impinge upon higher educational institutions. A revealing explanation of political techniques and tactics employed to influence the outcome of events or to establish power over a given situation.

John S. Brubacher, On The Philosophy of Higher Education, Jossey-Bass, San Francisco, 1977

Carnegie Council on Policy Studies in Higher Education, The Federal Role in Postsecondary Education, Jossey-Bass, San Francisco, 1975

Carnegie Council on Policy Studies in Higher Education, Low or No Tuition, Jossey-Bass, San Francisco, 1975

Carnegie Council on Policy Stuidies in Higher Education, Making Affirmative Action Work in Higher Education, Jossey-Bass, San Francisco, 1975

The Carnegie Foundation for the Advancement of Teaching, Mission Of The College Curriculum, Jossey-Bass, San Francisco, 1977

* A policy-oriented discussion of the curriculum, providing essential information about curricular problems, a review of major issues, and suggestions for change; considers influences that shape the curriculum; describes curriculum in differt types of institutions; and points out the unique environment provided by colleges for value education.

M.M. Chambers, The Colleges and the Courts 1946-50, Columbia University Press, New York, 1952

* A dated source but rather useful as an overview of the period.

Arthur W. Chickering, Commuting Verus Resident Students, Jossey-Bass, San Francisco, 1974

Arthur W. Chickering, et.al., Developing The College Curriculum: A Handbook for Faculty & Administrators, Council for the Advancement of Small Colleges, Washington D.C., 1977

Arthur M. Cohen and Associates, College Responses to Community Demands, Jossey-Bass, San Francisco, 1975

* Surveys two-year colleges, analyzing new pressures for change; growing state influence; collective bargaining; affirmative action; higher tuition; and other problems for the community college. Develops implications for the future of cummunity colleges along with recommendations for action.

K. Patricia Cross, Beyond The Open Door, Jossey-Bass, San Francisco, 1971

* A study of the interests, abilities, attitudes, and aspirations of the "new" students of higher education.

Gary Dickinson, Teaching Adults, New Press, Toronto, 1973

Paul L. Dressel and Mary M. Thompson, Independent Study, Jossey-Bass, San Francisco, 1973

Kenneth E. Eble, The Art of Administration, Jossey-Bass, San Francisco, 1978

* Explores the specific responsibilities and tasks of academic administration and offers practical assistance in each area.

Lyman A. Glenny, et.al., Presidents Confront Reality, Jossey-Bass, San Francisco, 1976

Barry Heermann, Cooperative Education in Community Colleges, Jossey-Bass, San Francisco, 1973

Algo D. Henderson and Jean G. Henderson, Higher Education In America, Jossey-Bass, San Francisco, 1974

* Excellent overview of the whole field of higher education. This book is a good starting point.

Thad L. Hungate, Finance in Educational Management of Colleges and Universities, Bureau of Publications Teachers College, Columbia University, New York, 1954

William W. Jellema, Editor, Efficient College Management, Jossey-Bass, San Francisco, 1972

* A sourcebook of practical procedures for institutions that have a single financial problem or a variety of them.

William A. Kaplin, The Law of Higher Education, Jossey-Bass, San Francisco, 1978

* An excellent sourcebook and practical guide to the broad range of legal challenges now facing colleges and universities.

Dorothy Knoell and Charles McIntyre, Planning Colleges For The Community, Jossey-Bass, San Francisco, 1974

John Lombardi, Managing Finances in Community Colleges, Jossey-Bass, San Francisco, 1973

* Explains how community colleges can implement new management systems, such as PPBS, MBO, and MIS. Suggestions for gaining long-range increases in funding, for controlling expenditures, and efficient resource allocation.

Frederick Mayer, ed., Introductory Readings in Education, Dickenson Publishing Company, Inc. Belmont, California, 1966

* Excellent book with writings of Eliot, Mann, Hutchins, Jefferson, and others.

Lewis B. Mayhew, Surviving the Eighties, Jossey-Bass, San Francisco, 1979

* Very good source on the future of higher education. He offers strategies and procedures for solving fiscal and enrollment problems.

Wilbert J. McKeachie, Teaching Tips: A Guidebook For the Beginning College Teacher, D.C. Heath and Company, Lexington, Mass. 1969

Charles R. Monroe, Profile of the Community College, Jossey-Bass, San Francisco, 1972

William Moore, Jr., Against the Odds, Jossey-Bass, San Francisco, 1970

* A discussion of the high risk student at the community college.

William Moore, Jr., Blind Man On A Freeway, Jossey-Bass, San Francisco, 1971

Kenneth P. Mortimer and T.R. McConnell, Sharing Authority Effectively, Jossey-Bass, San Francisco, 1978

Allan Nevins, The Orgins of the Land-Grant Colleges and Universities, Civil War Centennial Commission, Washington D.C., 1962

* Short and excellent on the topic.

John E. Roueche and John C. Pitman, A Modest Proposal: Student's Can Learn, Jossey-Bass, San Francisco, 1972

Richard C. Richardson, Jr., Clyde E. Blocker, and Louis W. Bender, Governance for the Two-Year College, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1972

* A very good book on the theory and organization of the community college.

James L. Wattenbarger and Bob N. Cage, More Money For More Opportunity, Jossey-Bass, San Francisco, 1974

* A systematic review of community college funding policies.

APPENDIX

CANDIDACY EXAMINATION QUESTIONS

The questions below are intended to give the student an idea of what to expect on the candidacy examination. As has been made clear to the author, these questions are forest questions. The answers expected to the questions are to be of the tree type, well documented with author and source.

The author has included questions that have been asked over the past few semesters at the University of Arkansas, Fayetteville. Only questions that relate directly to the field of higher education will be given. Remember you will also be required to answer questions from your outside committee members.

It is my sincere wish that the information contained in this presentation will aid you as you face the ordeal!

QUESTIONS

1. The governing board at your community college has just appointed you the chairperson of a search committee to find candidates for president of your institution. Answer the following questions relative to this responsibility.*
   (A) Explain the composition of the search committee, guidelines for the conduct of its business and responsibilities of its members.
   (B) Describe in detail steps you would take to receive canidates, screen them, and narrow the list to a recommended slate for the board.
   (C) Discuss the critical hazards and safeguards in this project to which you would give particular attention.

2. List the major steps in planning and briefly discuss each.*

3. If given the task of developing a performance appraisal system for a community college, describe the steps you would follow and the essential characteristics of the apprasial system you would hope to see implemented.*

4. List and define the traditional functions of a manager in a typical business organization. Then discuss the extent to which these functions are/are not appliable to managers in community colleges.*

5. Identify the major sources of revenue for community colleges and discuss it in terms of its present value and its future potential.*

6. Discuss the major ideas behind the MBO approach, then list and discuss at least five advantages and disadvantages of its use in actual practice.*

7. Discuss the potential effects of a draft on higher education.*

8. Discuss the following in terms of recent controversies or developments associated with the higher education scene:*

A. Truth-In-Testing
B. Intercollegiate Athletics

9. What are some of the major determinants of enrollments at present and in the next ten years in community colleges?*

10. Identify the following*

Theodore Hesburgh
Allan Bakke
Patricia Roberts Harris
Shirley Hufstadler
Hanna Gray
Robert Hutchins
Albert Shanker
John Silber
Robert W. Woodruff
David Saxon
Clifton Wharton

11. Identify and indicate the significance to higher education

LSAT
AAUP
NEA
ACE
AAHE
SAT
MCAT
NLRB

12. Identify six trends in higher education today. Explain how these might affect higher education in 1990?*

13. What are the foundations and/or sources of curriculum? Describe how these foundations and/or sources affect the educational program or a state university.*

14. What is curriculum theory? Select or develop a curriculum theory and apply it in the development of an educational program.*

15. New, Mature, Traditional students are descriptions of current clients in higher education. Describe two of these and how they influence a community college in terms of services and curriculum.*

16. Consider the federal governements interest in higher education:*
(A) Describe highlights in the historical development of this interest.
(B) Identify the current manifestations or programs resulting from this interest.
(C) List the institutional advantages and disadvantages of participating in federal programs
(D) What trends do you anticipate or predict in future relationships ?

17. The governance and administration of colleges and universities is said to be different from that of a business or industrial organization:*
What is your own answer as to whether academic organizations are different from business or industrial organizations in their governance relations?

18. Proposition 13 may be symtomatic of growing public feelings about public higher education. If this sentiment spreads throughout the nation, what would be the long-term effects upon quality, structure, and operation of American higher education?

19. If you had the time, money and authority, describe how you would develop a community college instructional improvement program. Include: a) components b) staffing c) incentives d) intended outcomes e) budget f) evalution criteria g) ways the administration would support the plan.

20. Define and describe tenure as generally practiced in higher educational institutions. What are the pro's and con's of a tenure system? What alternative systems are feasible? Indicate your perceptions of the future of the tenure system and its effects on faculty and institutions.

21. Distinguish between tenure and academic freedom.

22. Colleges and universities have become very legalistic in the last several years. Both the courts and the state and federal legislative bodies have been instrumental in this.
(A) Cite six court cases that have made institutions wary; what were the chief aspects of the cases; what was the outcome; what are the implications for higher education?
(B) Cite three pieces of legislation, state or federal, that have had an impact on higher education; what was the purpose of the legislation; has the purpose been fulfilled; what is the impact on higher education?

23. Respond analytically and in some depth to the assumption that students should be involved in decision making on the campus.

* denotes questions asked of the author on his examination

24. The lay board of trustees is a concept that has outlived its usefulness. React to this statement citing appropriate documentation.

25. You are planning to write a book which is to give an introduction to or overview of higher education in the United States. You want to provide a basic understanding of the background which led higher education to its present state as well as its future. Prepare a detailed outline for such a book. Give a rationale for the major topics you include.

26. From the list of eminent authorities identified below, describe the central ideas in the philosophies of education that any four of them have advanced relative to the college curriculum.

a. John Henry Cardinal Newman
b. John Dewey
c. Alfred North Whitehead
d. Thorstein Veblen
e. Abraham Flexner
f. Robert Maynard Hutchins
g. Clark Kerr
h. Sidney Hook

27. Identify the following

Clark Kerr
Stephen Bailey
Mary Berry
Jerry Apodaca
Chuck Fairbanks
AIAW
Wilson Riles

28. Compare any two models of institutional governance in terms of their basis of authority, types of organization, methods of communication and other characteristics. Apply these models to higher educational instituions and describe the roles and relationships of faculty and administration in each model.

29. Support or refute the following proposition and document your position: "The best administered American college or university is one administered by the faculty."

30. You are the director of institutional research at an institution of higher education. Your president is concerned with what appears to be a dangerous faculty turnover rate. Outline the study you would do to enable the president to take intelligent action.